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ABSTRACT

This manual contains guidelines for local education agency program (LEAP) reports for the collection of student assessment data in New York for school year 1997-1998. Student assessment data must be reported for elementary school students or students of chronological age equivalent to elementary school and for secondary school students from schools receiving aid for limited English proficient students, special education students, or students from schools that receive state compensatory or Title I aid. The types of records required for each student and the ways these records are coded and reported are described. The guide contains these sections: (1) the LEAP timeline; (2) "LEAP Reporting Guidelines"; (3) "LEAP Data Definitions and Glossary"; (4) "High Schools", (5) "LEAP Data Reporting Procedures"; (6) "LEAP Code Lists"; (7) "LEAP Data Transmittal"; and (8) "LEAP Record Layout." (SLD)

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ED 463 290

1997-98 LEAP MANUAL

Student Assessment Data Collection

LOCAL EDUCATION AGENCY PROGRAM REPORTS

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Timeline for LEAP Reporting

1997-98 LEAP Manual

April 1998	Provide District contact name to NYSED.
June 30, 1998	Submit LEAP Data to RIC.
September 1, 1998	Certify LEAP Data for transmission by RIC to NYSED.
December 1998	Receive reports from NYSED.

Contact Information:

SED – LEAP	Ron Streeter	(518) 474-4269
SED – OSA	Dennis Hughes	(518) 474-5099
SED - Students with Disabilities	Jim Viola	(518) 486-4678
SED - LEP/Bilingual/ESL	Carmen Perez-Hogan	(518) 474-8775
SED - School Report Cards	Martha Musser	(518) 474-7965
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LEAP Reporting Guidelines
1997-98

1. Which schools must report:

All public schools with enrollments in any of grades 3, 4, 5, 6, or 8, or which contain ungraded students whose chronological age would place them in any of these grades must report. If the PCT is first administered in Grade 9, that building must also report.

All schools and programs (public, nonpublic and BOCES)[1] that receive funding from the State or Federal sources listed below:

- PCEN (Pupil with Compensatory Educational Needs)
- IASA Title I
- State LEP Aid (Part 154)

2. Which tests must be reported:

All Pupil Evaluation Program Tests (PEP), Program Evaluation Tests (PET), and Preliminary Competency Tests (PCT). All secondary level assessments must be reported using the appropriate bubble forms from the Office of State Assessment.

3. Which students must be reported:

- All students enrolled in the grades in which the PEP, PET, and PCT's are required to be administered including all students with disabilities and all students with limited English proficiency in these grades,
- All students enrolled in grade 11 in schools receiving Title I or PCEN Funding (see page 10).
- All LEP students enrolled in grade 11 in schools receiving LEP General Aid Part 154 (see page 10).
- All ungraded special education students in the age ranges equivalent to these grades.

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[1] Including special act school districts, approved-private schools serving students with disabilities, Section 4201 schools, State-operated schools, and State agencies that provide instructional services.

4. What must be reported:

Each student record contains the following data elements:

- BEDS LEA code (12 digits) [see page 4]
- Student identification number
- School Year
- Grade
- Gender
- Mobility
- Disability
- LEP
- Date of Birth
- Building Status
- Funding Source
- Ethnicity
- Poverty

For each assessment the following data must be reported:

- Subject code
- Measure code
- Language of Assessment code
- Date of Administration
- Score
- Standard Met code

Definitions/Glossary

BEDS Code

The unique 12-digit code assigned to each building in New York State through the Basic Education Data System (BEDS.)

- The first six digits (1-6) identify the *district* or **Local Education Agency (LEA)** within which the building is located.
- The seventh and eighth (7-8) digits identify the *institution type.*
- The ninth through twelfth (9-12) digits identify the *building* within the district.

Enter the BEDS Code for the building in which this child received instruction.

Bilingual Education

A transition program of instruction which includes an English as a Second Language component, content area instruction in the native language and English, and a native language arts component. Any district with an enrollment of 20 or more pupils with limited English proficiency of the same grade level assigned to a building, all of whom have the same native language which is other than English must provide a bilingual education program.

Building Status

The term used to describe the way in which Title I funds are used in this building. All students from the same building must be reported with the same building status code regardless of whether they were served by Title I funds.

- **Schoolwide program** is used to described a building in which Title I funds are used to serve all students in the building. Such buildings have at least 50% of the student body from low income families.

- **Targeted assistance program** is used to describe a building in which Title I funds are used to serve specifically identified students in need of compensatory education services.

- **Other** is used to describe buildings *not* receiving Title I funds.

Disability

A student is **disabled** if classified by the Committee on Special Education (CSE) at the time **any** of the assessments being reported are administered. A student is **non-disabled** if he/she is not classified or declassified by the CSE for **all** assessments being reported. A student who receives services under Section 504 is considered non-disabled.

Disability (continued)

- **Disability Code** must be reported for ALL students
- A **non-disabled** student must be reported using code 9 (non-disabled)
- A student with a disability must be reported using the appropriate letter code which describes the disability.

The following fields should be reported for students with disabilities, and must be left blank for non-disabled students:

- Type of Program Services
- Level of Integration
- District of Residence (if serviced outside home district)

For students with disabilities receiving ***Consultant Teacher***, ***Resource Room***, and/or ***Related Service(s)*** use the following guidelines;

- Districts, including BOCES and approved private schools must report assessment information for all students with disabilities for whom they provide special education services (resident and non-resident).
- Districts who provide special education services to non-resident students must provide the District of Residence BEDs code for each non-resident disabled student. The six digit district of residence code may be found in the NYSED listing of public school district codes.

Students with disabilities receiving ***Special Class*** services should be reported at the district level (by the school district providing the service) using the first eight digits of the BEDs code followed by four zeroes (0000).

Furthermore,
Students with disabilities who receive ***Transitional Support Services***, the providing district must determine what ***TSS*** entails (Consultant Teacher, Related Service, provided to a student or the student's teacher) and report students in the appropriate Program/Service category.

For disabled students who receive ***Home Based*** special education service(s), the providing district must ascertain the specific nature of the service and report students in the appropriate Program/Service category.

For students who receive ***Declassification Support Services***, the providing district must report these students as a non-disabled, general education student.

District of Residence

The six-digit BEDS code of the district in which the student resides. This should be reported only for students with disabilities who received instruction in a building or institution outside the district.

Free Standing ESL

A program of instruction composed of an English as a second language component, and content area instruction in English supported by English as a second language methodologies.

Funding Source

If a student receives services funded by any of the Federal or State fund sources listed, the appropriate code should be entered. Up to four funding source codes may be provided. If a student receives services from more than four fund sources, the following fund sources should receive priority in reporting:

- IASA Title I (E)
- PCEN (A)
- LEP General Aid (L)
- Two-Way Bilingual Education Program (B)

If a building operates a Title I Schoolwide program, all students in the building should be reported as being served by Title I. In buildings with Title I Targeted assistance programs, only students actually served by the funds should be reported with that fund source.

If a student is not served by any Federal or State fund sources, the student must be reported as served by a Local Assistance Program (N).

Grade Level

The student's current grade level. If a student with disabilities receives services in an ungraded setting, use code 13 (ungraded elementary) or 14 (ungraded secondary).

Limited English Proficient (LEP) Student

A student who, by reason of foreign birth or ancestry speaks a language other than English, and understands and speaks little or no English, and scores below the 40th percentile or its equivalent on an English language assessment instrument approved by the Commissioner. District should contact their nearest Bilingual Education Technical Assistance Center (BETAC) if they need assistance with LEP identification procedures.

A LEP student who has scored at or above the 30th percentile on an approved test of English proficiency must be administered each State assessment appropriate for the student's grade level. The student must take the test in English or in the native language if available.

LEP (continued)

A LEP student who has scored below the 30th percentile on an approved test of English proficiency, may be demonstrate satisfactory improvement on the test of English language proficiency as an alternative to taking a State assessment of reading/English language arts.

- Two assessments should be reported for English language arts (**subject code 1**.) The appropriate **measure code** for the State assessment in reading or English language arts, i.e., PEP Grade 3 Reading Test, should be entered for the first assessment. After the appropriate codes for language and date of assessment are entered, a **score of 999** should be entered to indicate that the test was not administered, and a **standard met code** of 08 should be entered to indicate that an alternative assessment was administered.

- The **measure code** for the approved test of English proficiency should be reported as the second assessment for English language arts. The **score** may be left blank. The appropriate **standard met code** must indicate whether or not the student made satisfactory improvement since the last time the student was tested.

- If a student has a native language other than English and has scored below the 30th percentile on an approved test of English language proficiency, and the PEP or PET content area is available in the student's native language, the student must be administered in the native language or in English, whichever is better for the student. If a test is not available in the student's native language, the student may be exempted from taking the assessment and a **standard met code** of 08 should be entered to indicate that the student was exempt from this content area assessment.

Level of Integration

For students who are provided special education in buildings which are attended by both students with and without disabilities, provide the amount of time, during the school day (includes total amount of time in attendance, lunch, recess etc.), students are **not** in regular classrooms (classrooms which include non-disabled as well as disabled students).

1 – Outside Regular Class for 20% or less of the school day
2 – Outside Regular Class between 21 – 60% of the school day
3 – Outside Regular Class for more than 60% of the school day
4 – Students receiving services in a separate educational setting (all disabled building)

Migrant Student

A child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work…

- has moved from one school district to another;
- in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity

All migrant students must be identified in the field **population.** Districts and buildings should contact the nearest Migrant Tutorial Program for assistance in identifying migrant students. Migrant students, neglected or delinquent students, and homeless students should be identified as such regardless of whether they attend a public or nonpublic school.

Mobility

For accountability purposes, students in each school are divided into three groups:

1. Students that were enrolled in the school as of the first Wednesday in October and continued to be enrolled until the date of test administration;
2. Students that were continuously enrolled in the district, but not in the building, from the first Wednesday in October until the date of test administration; and
3. Students who were not continuously enrolled in the district from the first Wednesday in October until the date of test administration.

If multiple assessments are being reported for a student, determine the mobility category using the first date of test administration. If a student was not enrolled in the district at the time of any assessment, the student must not be reported.

- For students in grades 3, 5, and 6 and ungraded students of equivalent ages, the date of the PEP test administration is May 6-14, 1998.
- For students in grades 4, 6 and 8 and ungraded students of equivalent ages, the date of the PET test administration is May 1-31, 1998.
- For students in grades 8 and 9 and ungraded students of equivalent ages, the date that the PCT was administered in the school should be used to determine mobility category.
- For students in grade 11, the last day of attendance should be used to determine mobility category.

Neglected/Delinquent

All students who prior to enrollment in this school were served in an institution for the neglected and delinquent must be identified in the field named **population.**

Part 154

The part of the Regulations of the Commissioner of Education which prescribes requirements for districts relative to the education of pupils with limited English proficiency (LEP).

Poverty Code

The code which identifies whether a student is from a low income family. For accountability purposes, Title I regulations require that student assessment data be disaggregated by whether a student is from a low income family.
The US Department of Agriculture has indicated that enrollment in a Free and Reduced Price Lunch Program may be used to identify students from low income families for Title I purposes.

Pupil ID

The unique number assigned by the district to identify each student. While it is preferable that the pupil ID will be unique within the district, it must be unique within each building. This number is used in place of the student to ensure confidentiality. The ID must be numeric, contain no letters or special characters, and be zero-filled if less than nine digits.

High Schools Receiving Title I, PCEN, or LEP General Aid

1. Which high schools must report:

All schools and programs (public, nonpublic and BOCES) that receive funding from the State or Federal sources listed below:

- PCEN (Pupil with Compensatory Educational Needs)
- IASA Title I
- State LEP Aid (Part 154)

2. Which tests must be reported:

Each student's record must include evidence of achieving (or not achieving) the required competency standards in Reading, Writing, and Mathematics for high school graduation. (Consult *School Administrator's Manual: Regents Examinations, Regents Competency Tests, and Proficiency Examinations* for information on the standards and alternatives for achieving them.)

Report the highest standard the student has achieved in each area; if the student has passed both the RCT and Regents exam, record the highest level (I, II, or III) exam the student passed. If a student has not demonstrated competency in an area, enter the most recent examination taken in that area.

Each student in Grade 11 must have a minimum of two assessments reported on their record, one for each of the three competency areas (for students passing the Regents English examination, reading and writing should be combined). The following groups of students should have more than two assessment areas:

- limited English proficient (LEP) students;
- students demonstrating competency in Reading and Writing using RCTs

For each student report the first measure on the list below if the student has passed. Report that measure in the measure field for that subject. If the student has not passed the first measure on the list, go to the second and third measures. Proceed until you reach the first measure on which the student has achieved a passing score or a score sufficient to demonstrate competency.

Measures for each Subject should be used in the order listed below:

English Language Arts - Reading

a) Regents Comprehensive English Examination (or approved alternative)

b) Regents Competency Test in Reading (or approved alternative)

English Language Arts - Writing

a) Regents Comprehensive English Examination (or approved alternative)
(do not report if reported under Reading)

b) Regents Competency Test in Writing (or approved alternative)

Math

a) Regents Seq. Math Course III Examination (or approved alternative)

b) Regents Seq. Math Course II Examination (or approved alternative)

c) Regents Seq. Math Course I Examination (or approved alternative)

d) Regents Competency Test in Math. (or approved alternative)

3. Which students must be reported:

- all students enrolled in grade 11 in schools receiving Title I or PCEN funding,
- all LEP students enrolled in grade 11 in schools receiving LEP General Aid (Part 154), and
- all ungraded special education students in the age ranges equivalent to these grades.

4. What must be reported:

Each student record contains the following data elements:

- BEDS LEA code (12 digit) **[see page 4]**
- Student identification number
- School Year
- Grade
- Gender
- Mobility
- Disability
- LEP
- Date of birth
- Building Status
- Funding Source
- Ethnicity
- Poverty

For each assessment the following data must be reported:

- Subject code
- Measure code
- Language of Assessment code
- Date of Administration
- Score
- Standard Met code

LEAP Data Reporting Procedures

WHAT TO REPORT **WHERE** **HOW TO REPORT** **Record Positions 1 – 30**

Information Requested	Positions	Instructions	Codes
BEDS Building Code	1 - 12	Enter in positions 1-12 the unique 12-digit code assigned by SED to identify each building including the six-digit LEA code and followed by the two-digit institution type.	See BEDS (Basic Educational Data Systems) code list issued by SED.
School Year	13 - 16	Enter in positions 13-16 the four-digit value for the school year being reported.	Example: School Year 1997-98 = 1998
Building Status	17	Enter in position 17 the one-digit code for the use of funding in this building. Use codes '1' or '2' if this building receives Title I funds. If the building does not receive Title I funds, use code '9'.	**1** = Schoolwide Program, **2** = Targeted Assistance Program **9** = Other
Funding Source	18 - 21	Beginning in position 18, enter each of up to four funding sources for each student. Funds from several sources are sometimes merged to support a program. Use successive positions to report additional funding sources. Title I should have priority over other fund sources in reporting.	See "Funding Sources" code list on page 21. Use 'N' (Local Assistance - tax levy) for students in buildings not having any other "Funding Sources" reported.
Pupil ID Number What number has been permanently assigned to identify this pupil?	22 - 30	Enter in positions 22-30 the number which the district has assigned to identify this pupil. This ID must be numeric (may not contain letters or special characters) and must be unique to the pupil. Right justify and zero fill ID numbers with fewer than nine digits.	

LEAP Data Reporting Procedures (continued)

WHAT TO REPORT **WHERE** **HOW TO REPORT** **Record Positions 31 – 44**

Information Requested	**Positions**	**Instructions**	**Codes**
Pupil Birthdate	31 – 38	Enter in positions 31-38 the student's birthdate. Use a 4-digit year, 2-digit month, 2-digit day.	Use **YYYYMMDD** format.
Grade Level	39 – 40	Enter in positions 39-40 the two-digit code which identifies the student's current grade level. Precede single digit numbers with zero when reporting grades 3-9.	**03** = Grade 3, **04** = Grade 4 **05** = Grade 5, **06** = Grade 6, **07** = Grade 7, **08** = Grade 8, **09** = Grade 9, **10** = Grade 10, **11** = Grade 11, **12** = Grade 12, *and, for Special Education only,* **13** = Ungraded elementary, **14** = Ungraded 7-12
Gender	41	Enter in position 41 the gender of the student.	**M** = Male, **F** = Female
Ethnicity Code	42	Enter in position 42 the ethnicity of the student. REQUIRED for all Title 1 students.	**I** = American Indian/Alaskan Native, **B** = Black (not Hispanic origin) **A** = Asian/Pacific Islander **H** = Hispanic **W** = White (not Hispanic origin)
Poverty Code	43	Enter in position 43 the code to indicate whether the student comes from a low income family. REQUIRED for all Title 1 students.	**1** = student **NOT** from low-income family **2** = student **is** from low-income family.
Population Code	44	Enter in position 44 the one-digit code which identifies this pupil's population. Migrant or homeless students should be identified as such regardless of whether they attend a public or nonpublic school.	**1** = Public school student **2** = Nonpublic school student **3** = Migrant student **4** = Neglected /delinquent student **5** = Homeless Student

WHAT TO REPORT **WHERE** **HOW TO REPORT** **Record Positions 45 – 46**

Information Requested	Positions	Instructions	Codes
Mobility	45	Enter in position 45 the one-digit code which describes student mobility. A student is "continuously enrolled" if he/she is in attendance during the period of time between the 1st Wednesday in October and the date a test is given.	**1** = Student was continuously enrolled in this building from the 1st Wednesday in October until the Test Date. **2** = Student was continuously enrolled in the district, but not in this building, from the 1st Wednesday in October until the Test Date. **3** = Student was not continuously enrolled in this district between 1st Wednesday in October and the Test Date.
Disability	46	REQUIRED for all students Enter in position 46 the student's disability code. A student is **disabled** if classified by the Committee on Special Education (CSE) at the time **any** of the assessments being reported are administered. A student is **nondisabled** if he/she is not classified or is declassified by the CSE for **all** assessments being reported.	**9** = Nondisabled **A** = Autistic **B** = Emotionally Disturbed **C** = Learning Disabled **D** = Mentally Retarded **E** = Deaf **F** = Hard of Hearing **G** = Speech Impaired **H** = Visually Impaired (includes Blind) **I** = Orthopedically Impaired **J** = Other Health Impaired **K** = Multiple Disabilities **L** = Deaf and Blind **M** = Traumatic Brain Injury

LEAP Data Reporting Procedures (continued)

WHAT TO REPORT **WHERE** **HOW TO REPORT** **Record Positions 47 – 54**

Information Requested	Positions	Instructions	Codes
Program Services/SE	47	REQUIRED for student with disability. Leave blank for non-disabled student. If a student attends a special class in combination with any other special education services, use code '9'.	**1** = Receives related services. **2** = Receives consultant teacher services. **3** = Receives resource room services. **4** = Receives related and consultant teacher services. **5** = Receives related and resource room services. **6** = Receives consultant teacher, and resource room services. **7** = Receives related, consultant teacher, and resource room services. **9** = Special Class program.
Level of Integration How much time is the disabled student in regular education?	48	REQUIRED for all students with a disability. Leave blank for a non-disabled student.	**1** = Outside regular ed. for 20% or less. **2** = Outside regular ed for 21-60%. **3** = Outside regular Ed for more than 60%. **4** = All separate setting.
District of Residence	49-54	Complete for student with disability **ONLY** if instruction was provided outside the district. Otherwise leave blank.	See BEDS Code List for six-digit District number.

WHAT TO REPORT **WHERE** **HOW TO REPORT** **Record Positions 55 - 56**

Information Requested	Positions	Instructions	Codes
LEP STATUS	55	REQUIRED for all students. Enter in position 55 the single digit code which indicates whether or not the student is/was limited English proficient. Pupils with limited English proficiency are defined as pupils who, by reason of foreign birth or ancestry speak a language other than English, and understand and speak little or no English, and score at or below the 40th percentile or its equivalent on an English language assessment instrument approved by the Commissioner.	**1** = Student NEVER identified as LEP. **2** = Student identified as LEP and scored AT/ABOVE either the 30th percentile on an NRT English reading test, OR, a publisher's recommended score on an approved measure of ESL in reading. **3** = Student identified as LEP and scored BELOW either the 30th percentile on an NRT English reading test, OR, a publisher's recommended score on an approved measure of ESL in reading. **4** = Student FORMERLY identified as LEP
Number of Years that the student has been enrolled in a bilingual education or free-standing ESL program.	56	Enter in position 56 the number of years this student has received services under Part 154. REQUIRED for LEP and former LEP students (categories 2, 3, or 4).	**1 - 6 years** or **blank**.

Reporting Assessment(s)

The 1997 – 98 LEAP record layout accepts as many assessments as needed. Each assessment reported must contain the following:

Information Requested	Instructions	Codes
Subject	Enter a one-digit code which identifies the subject area being assessed.	**1** = English Language Arts (reading, writing, speaking) **2** = Mathematics **3** = Science **4** = Social Studies **5** = Global Studies **6** = Second Languages **7** = Occupational Education
Measure	Enter a 3-digit code for the test (measure) being reported.	See "Assessment Measure Codes" list on page 18.
Assessment Language	Enter a 2-digit code for the language of the test being reported. English = 00, if not tested use '00'.	See "Assessment Language Codes" list on page 21.
Date of Administration	Enter the 4-digit year and 2-digit month for the date of the test. For example, a test date of May 6, 1998 is recorded as '199805'.	Use **YYYYMM** format.
Score	Enter the 3-digit test score. Score is REQUIRED for a State test. Score is OPTIONAL for an alternative test.	Use **RAW** score for PEP, PET, PCT & RCT Reading. Use **PERCENT** for other RCTs, Regents, OEP, & SLP. Use '**999**' for student not tested because of an exemption or an absence (valid only for PEP, PET, & PCT).
Standard Met	Enter the 2-digit code for the standard met by the test performance. Standard Met is REQUIRED for all tests being reported.	See "Standard Met Codes" list on pages 19-20. Use '07' or '08' for a student exempted from the test. Use '99' for a student absent from the test.

Assessment	LEAP Record Positions
1st Assessment reported	57 - 73
2nd Assessment reported	74 - 90
3rd Assessment reported	91 - 107
4th Assessment reported	108 - 124
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6th Assessment reported	142 - 158
7th Assessment reported	159 – 174
8th Assessment reported	175 – 191
9th Assessment reported	192 - 208

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LEAP Assessment Measure Codes
1997 – 1998

001	PEP Grade 3 Reading	**060**	Second Language Proficiency in French
002	PEP Grade 3 Math	**061**	Second Language Proficiency in German
003	PEP Grade 5 Writing	**062**	Second Language Proficiency in Italian
004	PEP Grade 6 Reading	**063**	Second Language Proficiency in Latin
005	PEP Grade 6 Math	**064**	Second Language Proficiency in Spanish
011	PET Science, Grade 4: Obj Test (Content: 1-29)	**070**	Occ. Ed. Proficiency, Intro to Occupations
012	PET Science, Grade 4: Obj Test (Skills: 30-45)	**071**	Occ. Ed. Proficiency, Business Analys/Computer
013	PET Science, Grade 4: Manipulative Skills Test	**072**	Occ. Ed. Proficiency, Health Occupations
014	PET Social Studies, Grade 6: Objective Test	**073**	Occ. Ed. Proficiency, Human Development
015	PET Social Studies, Grade 6: Essay Test	**074**	Occ. Ed. Proficiency, Clothing and Textiles
016	PET Social Studies, Grade 8: Objective Test	**075**	Occ. Ed. Proficiency, Food and Nutrition
017	PET Social Studies, Grade 8: Essay Test	**076**	Occ. Ed. Proficiency, Housing and Environment
018	PCT Reading	**077**	Occ. Ed. Proficiency, Communication Systems
019	PCT Writing	**078**	Occ. Ed. Proficiency, Production Systems
		079	Occ. Ed. Proficiency, Transportation Systems
020	RCT Reading		
021	RCT Writing	**090**	Language Assessment Battery - Reading
022	RCT Mathematics	**091**	Language Assessment Battery – Speaking
023	RCT Science	**092**	Language Assessment Scales – Reading
024	RCT Global Studies	**093**	Language Assessment Scales – Oral
025	RCT U.S. History and Government	**094**	Maculaitis Assessment Program
026	Native Language Writing Test	**095**	Basic Inventory of Natural Language – Oral
		096	Other ESL Test or NRT – Reading (LEP)
040	Regents Comprehensive English Exam	**097**	Other ESL Test or NRT – Oral (LEP)
041	Regents Sequential Math I Exam	**098**	NYC Reading and Writing
042	Regents Sequential Math II Exam		
043	Regents Sequential Math III Exam	**100**	SED Approved Test (variance)
044	Regents Math A		
045	Regents Math B	**101**	ACT Reading Test
046	Regents Earth Science Program Modification	**102**	ACT English Test
047	Regents Earth Science	**103**	ACT Mathematics Test
048	Regents Biology		
049	Regents Chemistry	**110**	SAT I Verbal
		111	SAT I Mathematics
050	Regents Physics	**112**	SAT II Writing/English Composition
051	Regents Global Studies	**113**	SAT II Literature
052	Regents U.S. History and Government	**114**	SAT II Mathematics Level I
053	Regents in French	**115**	SAT II Mathematics Level II
054	Regents in German		
055	Regents in Hebrew	**130**	AP English Literature
056	Regents in Italian	**131**	AP Calculus AB
057	Regents in Latin	**132**	AB Calculus BC
058	Regents in Spanish		

LEAP Standard Met Codes
1997 - 1998

PEP Tests, or Approved Alternatives	
01	Scored below minimum standard
02	Scored at or above minimum and below distinction
04	Scored at or above distinction
07	Exempt from testing by IEP (Individualized Education Program), no standard
08	LEP exempt (alternative assessment required for Reading/Writing only), or, Math test exemption
11	Below SRP on reading, below 65% on writing using test modifications
12	Scored at or above SRP, below distinction using test modifications
14	Scored at or above distinction using test modifications
99	Absent, not tested
PET Tests or Approved Alternatives	
00	PET had no applicable standard
07	IEP exempt, no standard
08	LEP exempt, no standard
99	Absent, not tested, no standard
PCT Tests or Alternatives	
01	Below SRP on reading, below 65% on writing
02	At or above SRP on Reading, at or above 65% on writing
05	PCT exempt based on previous test, standard met
07	IEP exempt, no standard
08	LEP exempt, no standard, (alternative assessment required for Reading)
11	Scored below SRP on reading, below 65% on writing using test modifications
12	Scored at or above SRP on reading, at or above 65% on writing using test modifications
15	PCT exempt based on previous test, standard met using test modifications
99	Absent, not tested, no standard
RCT Tests or Alternatives	
01	Scored below SRP on reading, below 65% on all other RCT's
02	Scored at or above SRP on reading, at or above 65% on all other RCT's
08	LEP exempt (valid for Reading/Writing only). Native Language Writing Test and approved ESL Test both required. NOT valid for RCT Math, Science, Global Studies, or U.S. History & Gov't.
11	Scored below SRP on reading, below 65% on all other RCT's using test modifications
12	Scored at or above SRP on reading, at or above 65% on all other RCT's using test modifications
OEP Exams or Alternatives	
01	Scored below 65%
02	Scored at or above 65%
11	Scored below 65% using test modifications
12	Scored at or above 65% using test modifications
SLP Exams or Alternatives	
01	Scored below 65%
02	Scored at or above 65%
11	Scored below 65% using test modifications
12	Scored at or above 65% using test modifications

LEAP Standard Met Codes (continued)
1997 - 1998

Regents Examinations or approved alternatives	
01	Scored below 55%
02	Scored 55 – 64%
03	Scored 65 – 84%
04	Scored 85 – 100%
11	Scored below 55% using test modifications
12	Scored 55 – 64% using test modifications
13	Scored 65 – 84% using test modifications
14	Scored 85 – 100% using test modifications
99	Absent, not tested, no standard
All Alternative Assessments (Including LEP, AP, Variances)	
01	Alternative assessment standard not met
02	Alternative assessment standard met
11	Alternative assessment standard not met using test modifications
12	Alternative assessment standard met using test modifications

Assessment Language Codes
1997-98

00	English				
01	Albanian	**11**	Hebrew	**21**	Romanian
02	Amharic	**12**	Hindi	**22**	Russian
03	Arabic	**13**	Italian	**23**	Serbo-Croatian
04	Burmese	**14**	Japanese	**24**	Spanish
05	Chinese	**15**	Korean	**25**	Tagalog
06	Farisi	**16**	Khmer	**26**	Thai
07	French	**17**	Lao	**27**	Turkish
08	German	**18**	Malay	**28**	Urdu
09	Greek	**19**	Polish	**29**	Vietnamese
10	Haitian Creole	**20**	Portuguese	**98**	Assessment not available in Native Language
				99	OTHER

Funding Source Codes
1997-98

A	PCEN (Pupil with Comp Educational Needs)	**L**	LEP General Aid (Part 154)
B	Two-Way Bilingual Education Program	**M**	Other Federal Program
C	Incentive Grant to Improve Pupil Performance	**N**	Local Assistance (Tax Levy) Program
D	Other State Program	**O**	Mentor Program
E	IASA Title I Part A	**R**	IDEA
F	IASA Title I Part C (Migrant)	**S**	Goals 2000
G	IASA Title VI (formerly Chapter 2)	**V**	ASA Title VII Emergency Immigration Education Assistance

LEAP Data Transmittal Procedures
For LEAs other than the "Big Five" Cities

1997-98

The BOCES, supported by their Regional Information Centers (RIC), serve as intermediaries for school districts submitting data for "enhanced LEAP". The BOCES consolidate the data from their constituent school districts before submitting them to the State Education Department (SED) in computerized file format.

The District Superintendents are responsible for collecting LEAP data from all local education agencies in their respective supervisory areas (except from the school districts of Buffalo, New York City, Rochester, Syracuse, and Yonkers - the "Big 5").

School districts must prepare their data in a manner determined by the District Superintendent and SED. District Superintendents are responsible for the distribution of the appropriate data collection forms and procedures, as well as a listing of BEDS building codes, to the local education agencies in their respective supervisory area.

The District Superintendents will ensure that data are submitted to their RIC **by June 30, 1998**.

The RICs edit the data received from their constituencies. Listings of errors and inconsistencies detected by the RIC's computerized error-checking procedure are returned to the districts for correction. School districts correct and resubmit data which were found to be in error and certify the completeness and accuracy of the LEAP Data **by September 1, 1998**.

Adherence to these time schedules insures that districts will receive their LEAP Analysis Reports on time and that the certified data is accessible so that SED can comply with reporting requirements such as the School Report Card, the Chapter 655 Report to the Governor and Legislature, and assorted reports to the Federal Government.

LEAP Data Transmittal Procedures
For Regional Information Centers
1997-98

RICs should inform their constituent school districts that their LEAP data must be submitted to the computer center in an acceptable form by June 30. The RIC edits the data received using LEAP error detection software. Listings of errors, omissions, and inconsistencies detected are supplied to the districts for correction. School districts should correct and resubmit data which were found to be in error. The RICs should recheck the data and, if found acceptable, produce the LEAP Performance Summary reports. The school districts certify the data is acceptable for transfer.

The RIC personnel will assure that corrections are consolidated and that the data is submitted in the specified format to the Central New York RIC (CNYRIC)* according to the following schedule:

July 10, 1998 - Notify BOCES District Superintendents of the school districts in their supervisory area that have not submitted their LEAP Data. Also, notify the appropriate School District Superintendents.

September 1, 1998 - Transfer a single file to the CNYRIC containing the data from all districts which have submitted acceptable, certified data by that date.

September 10, 1998 - Transfer a single file to the CNYRIC containing the data from districts which have submitted their acceptable, certified data since 9/1/98.

* The RICs must submit their LEAP Data as an electronic file using the File Transfer Protocol (FTP) specifications listed in the transmittal procedures for the "Big Five".

LEAP Data Transmittal Procedures
For The "BIG FIVE" Cities
1997-98

The following school districts - Buffalo, New York City Community School Districts and the Central Board, Rochester, Syracuse, and Yonkers - must submit their LEAP Data as an electronic file, in the format specified below. The initial file(s) as well as appropriate contact information should be received at the Central New York RIC (CNYRIC) **by June 30, 1998**.

The CNYRIC examines data received from the Big Five school districts. Listings of errors, omissions, and inconsistencies detected by the CNYRIC are returned to the above named school districts for correction.

The school districts are responsible for correcting their errors. To correct the errors, all LEAP data for a district (including the original error-free data, as well as the records for which the appropriate changes have been made) should be submitted as an electronic file to the CNYRIC **by September 1, 1998**.

Technical Specification for Data Submission

- LEAP Data may be submitted through File Transfer Protocol (FTP) or on computer tape.

- If LEAP data is transmitted through File Transfer Protocol (FTP) the sender must obtain authorization to place files in a designated area defined by the CNYRIC. A written request for this authorization should be sent to William Heppeler at the address below. The records are transmitted electronically as a single file in the LEAP record format.

- If LEAP data is submitted on computer magnetic tape (or cartridge), it must be recorded on a 9-track tape (or cartridge) in EBCDIC character set at a recording density of 1600 BPI (bytes per inch) or 6250 BPI. The records should be recorded on one data file, unblocked, and the tape (or cartridge) should not contain a magnetic label. The record length must be in the LEAP record format. The tape (or cartridge) should be transmitted so that it is protected adequately from physical and electronic damage. The tape (or cartridge) may be sent directly to:

OCM BOCES
CNYRIC, LEAP Processing
6820 Thompson Road, P.O. Box 4866
Syracuse, NY 13221

1997 – 1998 LEAP Record Layout

Positions 1 - 30																														
BEDS Building Code												Year				Bldg. Status	Funding				Pupil ID Number									

Positions 31 – 54																												55 - 56	
Birthdate								Grade Level		Gender	Ethnicity	Poverty	Population	Mobility	Disability	Program Services	Level of Integration	District of Residence Complete Only if Disabled non-resident student										LEP Status	Y=s enrolled in BE or ESL pgm
Y	Y	Y	Y	M	M	D	D																						

	Subject	Measure	Assmt Language	Date of Administration						Score	Standard Met
				Y	Y	Y	Y	M	M		
1st Assessment 57 – 73											
2nd Assessment 74 – 90											
3rd Assessment 91 – 107											
4th Assessment 108 – 124											
5th Assessment 125 – 141											
6th Assessment 142 – 158											
7th Assessment 159 – 174											
8th Assessment 175 – 191											
9th Assessment 192 – 208											

BEST COPY AVAILABLE